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ABSTRACT

The staff of the Program on Teaching and Linguistic Pluralism at the Center for Educational Research at Stanford University has been involved in a number of research efforts related to the teaching of reading and other language arts skills to Black Vernacular English speaking pupils. These efforts have culminated in the development of a number of products, including the Tests of Black English for Teachers of Bidialectal Students (TBETB). This paper provides information on the development, rationale and uses, description, administration, reliability, and validity of the TBETB. Also included are copies of Forms A and B of each test (Test I--History and Structure, and Test II--Language Arts Pedagogy) with accompanying answer keys. (RI)

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CERAS TEST BATTERY: TESTS OF BLACK ENGLISH FOR TEACHERS OF BIDIALECTAL STUDENTS (TbETB)

TEST I. HISTORY AND STRUCTURE - FORMS A AND B

TEST II. LANGUAGE ARTS PEDAGOGY - FORMS A AND B

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CS 204 971

CERAS[1] TEST BATTERY: TESTS OF BLACK ENGLISH FOR TEACHERS OF BIDIALECTAL STUDENTS (TBETB)

Many of the nation's Black children are performing below grade level in reading and other language arts skills. The language of the Black child has been identified as one source of this problem (Bereiter and Englemann, 1966; Deutsch, 1967). That is, the Black Vernacular English (BVE) of the Black child's home and community and the Standard English (SE) of the textbook and classroom are considered to be in conflict in some way which results in the child's poor performance at school.

Research has focused on several aspects of this problem. Some scholars have been primarily concerned with describing the structural differences between BVE and SE speech varieties (Dillard, 1972; Fasold and Wolfram, 1974). Others have recommended the use of BVE reading materials for Black children (Baratz, 1969; Stewart, 1969). Still others have had teacher attitude as a major focus (Piestrup, 1973; Williams, 1971). All of these issues have important bearings on language learning and further research on these subjects is needed.

The staff of the Program on Teaching and Linguistic Pluralism at the Center for Educational Research at Stanford has been involved in a number of research efforts related to the teaching of reading and other language arts skills to Black Vernacular English speaking pupils. These efforts have culminated in the development of a number of products including a bidialectal language arts skills assessment test for pupils (Hoover, et al., 1976); a teacher language attitude test (Hoover, Politzer, and Lewis,

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[1]Center for Educational Research at Stanford

1976); a Black English teacher Training workshop (Lewis and Hoover, 1979), and this document's Tests of Black English for Teachers of Bidialectal Students (Hoover, et al., 1979).

The battery of Tests of Black English for Teachers of Bidialectal Students (TBETB) was developed by the staff of the Program on Teaching and Linguistic Pluralism. Its content was drawn from scholarly documents in linguistics, language Learning and language arts pedagogy, and works concerning dialects from experiments carried out by the Program. Test reliability was obtained, and items with low or negative item reliability were dropped from the test. Then a national panel of educators, linguists, and community workers experienced in Black community cultural patterns met in a working conference to review the TBETB (see Ford, et al., 1976). Members of this panel recommended the inclusion of additional items concerning Black "speech events" such as "capping" and "marking," sociopolitcal issues such as community expectations and values toward schooling, and the distinction of Black Vernacular English features determining the educational significance of various Black English features. All members of the panel and Program staff took efforts to assure that the TBETB contained no deficit or exotic notions about Black language or Black culture.

Additional items were added to the tests and revisions were made. The tests were then administered to teachers across the nation, usually in conjunction with teacher workshops on Black English and language learning. For summary of administrations, see Reliability and Validity section below.)

The final version of the TBETB battery consists of two tests: the History and Structure of Black English and Language Arts Pedagogy. Contributors to both tests (in conjuction with consultants) were M. R. Hoover, S. A. Lewis, J. Ford, F. Knox, S. Hicks, D. Williams, and R. L. Politzer.

Rationale and Uses of the Tests

It has long been recognized that teacher language attitudes affect teachers' relationships with pupils. Black Vernacular English speaking pupils are often the victims of negative teacher attitudes. One reason many teachers view Black Vernacular English so negatively is that they are unware of, or do not understand, the legitimacy, logic, and function of BVE. The low attitude toward BVE speech is often extended to BVE speakers - that is, the students themselves. The TBETB was developed for the purpose of helping teachers to obtain a better understanding of the functions and usages of Black English speech varieties and to improve their attitudes toward vernacular and other varieties of Black English. The use of the TBETB will assist teachers in a number of ways. It will:

1. Measure teacher knowledge of the phonological, grammatical, lexical and stylistic features of (American) Black English speech varieties

2. Inspire teachers to learn more about a subject with which they may be unfamiliar

3. Help teachers to distinguish and identify those features and characteristics of Black English which are common to other varieties of

English and those which more specifically apply to Black and Southern varieties of English

4. Help teachers distinguish among those features of Black English which are deemed more academically and/or socially significant

5. Help teachers to distinguish among Standard English, Vernacular Black English, and Standard Black English speech varieties

6. Increase teachers' abilities to distinguish between speech variety differences and speech pathologies

7. Help teachers recognize their own beliefs, opinions, and knowledge about teaching reading and other subjects to BVE speaking pupils

8. Provide teacher trainers, supervisors, and administrators with a body of knowledge which can be used beneficially in in-service programs about Black English and those children who use it

Description of the Tests

The TBETB battery was developed to test specific knowledge and behaviors associated with the successful teaching of reading and other language arts skills to Black English speaking children. The TBETB consists of two tests: Test I is a test of the History and Structure of Black English and Test II is a test of Language Arts Pedagogy.

All of the items in both tests are multiple choice questions with three-answer alternatives. Each test is accompanied by an answer sheet containing the numbers of the test questions and the letters a, b, and c, which correspond to each possible answer alternative. Persons taking the

test circle the letter of their chosen answer alternative on the answer sheet.

The tests of the TBETB battery have two versions, Forms A and B, which contain the same number of items and cover the same topics. Test I, History and Structure of Black English, contains forty-five items. This test focuses on historical, cultural, structural and stylistic aspects of Black English. Test II, Language Arts Pedagogy, contains twenty-one items. It focuses on reading methodology, language learning theory, and cultural and language attitudes.

Test items are classified according to subject categories and are listed according to item number in the following table.

TABLE 1

Subject Categories and Item Numbers of Test Questions in the Tests of Black English for Teachers of Bidialectal Students

Test I - History and Structure (Forms A and B)

Category	Item Number
History and Culture	1-2, 4-13, 38, 45
Structure	3, 14-37, 39
Stylistics	40-44

Test II - Language Arts Pedagogy (Forms A and B)

Category	Item Number
Language Learning	1-2, 4-5, 13
Cultural and Language Attitudes	3, 6, 15
Language Arts Methodology	7-12, 14, 16-21

Test Administration

The TBETB is designed so that it may be administered to a group or to individuals. Persons taking the tests will need the tests, answer sheets, and a pencil. The test administrator should allow approximately one hour for the administration of both tests. Test I takes approximately thirty minutes and Test II takes approximately twenty minutes.

Reliability and Validity

These tests have been administered in a variety of sites and in slightly different versions in which the number of items varied from 44 to 45 for Test I and from 16 to 21 for Test II. In all cases, the reliability scores (Cronbach α) have been quite high. Table 2 shows the reliability scores obtained in a research project in which Forms A and B of the tests were used as pre- and posttests, respectively. The project (Politzer and Hoover, 1977) involved seventy-nine teachers in East Palo Alto, California; Miami, Florida; and Trenton, New Jersey.

TABLE 2

Reliability Scores of Pre- and Posttests of the TBETB

Test	No. of Teachers	Items	Mean Score	S.D.	Cronbach α
		History and Structure			
Pretest (Form A)	79	44	30.43	7.45	0.87
Posttest (Form B)	69	44	33.13	8.13	0.91
		Language Art Pedagogy			
Pretest (Form A)	79	16	11.20	3.85	0.84
Posttest (Form B)	69	16	12.11	3.66	0.85

Studies conducted at the Center for Educational Research at Stanford (Politzer and Lewis, 1978, 1979) showed that teacher scores on the Black English test correlated positively and significantly with pupil achievement as measured by adjusted posttest scores measuring progress made in lessons dealing with specific topics in reading and language arts.

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CERAS TESTS OF BLACK ENGLISH FOR TEACHERS OF BIDIALECTAL STUDENTS

Test I. Form A

History and Structure

1. Black English is most likely to have developed from:

   a) Writings prepared for minstrel shows in the 17th century.

   b) Corruptions of British Isles dialects.

   c) Influences of African and English language patterns.

2. The Gullah (Geechee) dialect, spoken off the coast of South Carolina and the Sea Island coast has preserved its Creole features mainly because of:

   a) Cultural and geographic isolation from mainland culture.

   b) Racial characteristics since Gullahs are less racially mixed than other Blacks.

   c) Physiological differences in the oral cavity which affect sounds produced in the vocal tract.

3. An explanation of why many Blacks tend to reduce medial and word final consonant clusters (such as des' for desk) is probably related to:

   a) The difficulty one may have in hearing consonants as opposed to vowels in the syllable-final position.

   b) The scarcity of syllable-final consonant clusters in the relevant African languages and/or in the English they learn.

   c) The rapid movement of the tongue, lips, etc., that is required to move from one consonant to another.

4. Which of the following sets of words are culturally related to West African languages?

   a) Goober, gumbo, banjo.

   b) Canoe, succatosh, exotic.

   c) Pinto, ranch, patio.

5. African influences on Black English come primarily from:

   a) North African languages.

b) Swahili.

c) West African languages.

6. Black English is likely to be most prominently spoken:

a) Among Blacks who are least integrated with mainstream society.

b) Wherever there are African descendants in an English environment.

c) Among Blacks of age 50 and above who live in the Eastern United States.

7. Many of the characteristics attributed to Black English are:

a) Found primarily in Old English.

b) Used almost exclusively by Blacks who are recent immigrants from Africa.

c) Shared by many other vernacular speakers of American English.

8. When Vernacular Black English speakers come in contact with standard English speakers which of the following is least likely to occur?

a) Vernacular Black English will disappear.

b) Speakers will display competence in both varieties.

c) The children will become hesitant in their use of language.

9. The process of change which occurs when Vernacular Black English comes into contact with standard English is called:

a) Creolization.

b) Pidginization.

c) De-creolization.

10. Factors that have influenced the development of Black English in the United States are:

a) Unlike those that have affected varieties of European languages spoken by Blacks (for example Portuguese).

b) Similar to those that have influenced the development of other varieties of English as spoken by Blacks (for example, Jamaican English).

c) Explainable on the basis of the English spoken by Whites (for example) Middle English.

11. According to prevailing linguistic theory, Black English originated in:

a) The Eastern Coastal region.

b) The Southern Slave States.

c) No particular geographical region.

12. Which of the following is most likely to be true of Black English?

a) It is a dialect of English which retains its original form more than any other dialect.

b) It has not yet had time to develop a systematic grammar.

c) It is an evolving language variety reflecting the social experiences of its speakers.

13. As a linguistic entity Vernacular Black English is considered to be:

a) A contemporary type of American slang.

b) A systematic, rule-governed language having several varieties.

c) A spontaneous form of the English language with several adaptations.

14. Which of the following sentences illustrates the use of the negative in Vernacular Black English?

a) Didn't nobody take none of those books.

b) He be waiting for me don't every night.

c) Doesn't he want to go?

15. The use of the verb "to be" to signal habitual action in Vernacular Black English (such as "He always be running late") can be described as:

a) An indication of a linguistic difference that interferes with the formulation of grammatical sentences.

b) A form that is compatible with the habitual concept of time found in some West African languages.

c) A conception of time which causes Black people to be time-oriented rather than place-oriented.

16. Choose the missing word or words that a Vernacular Black English speaker would be most likely to use to complete the phrase, "By the time I get back, you better _____ cleaned up this mess!"

    a) had

    b) got to

    c) be done

17. To emphasize the fact that the action of the sentence, "Willie finished that work" was completed at a much earlier point in time, a Vernacular Black English speaker would probably say:

    a) Willie been finished that work.

    b) Willie did finished that work.

    c) Willie really finished that work.

18. A close paraphrase of the Vernacular Black English and Southern English phrase, "I 'mo go down town" is:

    a) I am anxious to go downtown.

    b) I am going to go downtown.

    c) I'm the one that's going downtown.

19. The Vernacular Black English sentence, "Didn't nobody hit John" is best interpreted as meaning:

    a) Nobody wanted to hit John.

    b) Somebody hit John.

    c) Nobody hit John.

From the following sets, select the pair of words that may sound very much alike in the speech of Vernacular Black English speakers and some Southerners.

20.	a)	build	bill	b)	boy	bop	c)	blimp	bloom
21.	a)	tin	twin	b)	tag	tack	c)	tot	tote
22.	a)	make	mall	b)	messed	mess	c)	mom	mop
23	a)	Bob	cob	b)	Bess	best	c)	ban	bam
24.	a)	roof	Ruth	b)	room	rude	c)	row	tow

25.	a)	help	hep	b)	who	hot	c)	hip	hop
26.	a)	cow	cot	b)	Carl	cart	c)	Cal	Carol
27.	a)	for	fur	b)	five	jive	c)	film	fill
28.	a)	bud	butt	b)	reckon	raccoon	c)	broom	brim
29.	a)	toe	tore	b)	time	tire	c)	telegraph	telegram
30.	a)	apple	axle	b)	and	ain't	c)	asked	axed

Select the most pronounced Vernacular Black English and sometimes Southern phrases in each of the following sets of sentences.

31.	a)	John a student	b)	John dones student work	c)	John a study
32.	a)	readin' tests	b)	reading n' writing	c)	readin' tes'
33.	a)	He aimed kinda high	b)	He be going to the store	c)	Be you go?
34.	a)	She seem tall	b)	She be seem	c)	She talled
35.	a)	My mother, they	b)	My mother ised	c)	My mother, she
36.	a)	three coat	b)	Forthy dollars	c)	two-by-two
37.	a)	The money arrived	b)	Bob money	c)	Root monies

38. Black English is best described as:

    a) Vernacular or informal Black speech used by Northern, urban males.

    b) A way of talking proper in order to impress one's audience.

    c) The range of speech behaviors used in Black communities in the U.S.

39. The identical pronunciation of pen and pin is an example of:

    a) Not paying precise attention to configuration clues and the difference in the vowel sounds.

    b) Poor auditory discrimination prevalent among non-mainstream speakers.

    c) The overlap between some varieties of Black, Southern, and general American English.

40. A Vernacular Black Enclish speaker who says, "John loud-talked me" is:

    a) Communicating that John is hard of hearing.

b) Probably far away from John.

c) Likely to be embarrassed or amused by what John said.

41. A Black English speaker is likely to "cop a plea" when:

a) Employing a defensive strategy.

b) Quoting a policeman.

c) Imitating a lawyer.

42. You have just said, "Sit down and take this test." You immediately hear, following the statement, a Black child mimicking exactly what you said, with her hand on her hip. This is:

a) A demonstration of a different attitude toward adults found in the Black community.

b) A Black speech event called "marking."

c) A ritualistic utterance characteristic of children who are culturally different.

43. You hear one Black child tell another, "Everybody has a cross to bear." The other child says, "What is your cross?" The first child responds, "You." And the entire group laughs. This is an example of:

a) A Black event called "capping."

b) A Black speech event called "playing the dozens."

c) A Black religious ritual.

44. "Shucking" is:

a) Removing the leaves and silk from ears of corn.

b) Running a game on someone.

c) Living with a member of the opposite sex.

45. High John the Conqueror is:

a) A religious leader in the Black church.

b) A root used for healing and religious purposes.

c) A famous slave holder.

CERAS TESTS OF BLACK ENGLISH FOR TEACHERS OF BIDIALECTAL STUDENTS

Test II. Form A

Language Arts Pedagogy

1. In an elementary class, a Vernacular Black English speaking child is most likely to:

   a) Pronounce or use words different from Standard English but still understand Standard English.

   b) Not be able to speak aloud or understand the teacher's language.

   c) Pronounce or use words in Vernacular Black English but not understand Vernacular Black English.

2. In teaching students to write Standard English compositions,

   a) The first step is the correction of all vernacular English words and sentence structures.

   b) One should not suggest any changes in the students' grammar as long as the composition is well-structured.

   b) One may praise the organization of a composition even though it contains vernacular grammatical features.

3. Which of the following statements is true?

   a) All Whites belong to the same cultural group.

   b) Every person is a member of at least one ethnic or cultural group.

   c) We have one American pluralistic culture which applies to us all.

4. An accent can be best interpreted in terms of:

   a) The hearer's perception.

   b) Poor articulation.

   c) Regional grammatical patterns.

5. Many people often retain the sound patterns of their first language when speaking a second language because:

   a) The second language is perceived and processed in terms of the first language.

   b) The second language is phonologically more complex than the first.

   c) The first language has, over time, become adapted to characteristics of the vocal organs of its speakers.

6. Recent research suggests that Black parents are least likely to object to the use of Vernacular Black English in the school when their children are:

   a) Reading their textbooks.

   b) Writing class assignments.

   c) Speaking to their peers.

7. The Sullivan Programmed Reading Series is one of the few elementary reading methods that:

   a) Uses a decoding (phonic) approach.

   b) Is correctable by the child.

   c) Is written with a different alphabet.

8. Three common characteristics of predominantly Black schools where children are learning to read successfully are:

   a) A look-say approach to reading, a permissive approach to discipline and modern facilities.

   b) A language experience approach to reading, a stimulus-response approach to discipline and teachers under 30 years of age.

   c) A decoding approach to reading, a structured approach to discipline and high teacher expectations.

9. The "schwa" is:

   a) One of the letters in a consonant cluster.

   b) A nonsense syllable used to teach children on Sesame Street.

   c) The 'uh' sound that occurs when a vowel is unstressed.

10. The Montessori method is:

   a) An approach to early learning through self-pacing and play-oriented equipment.

   b) a new approach to discipline utilizing biofeedback and the cognitive method.

   c) A method designed to encourage summative evaluation learning.

11. The Initial Teaching Alphabet method is:

    a) A British reading program based on highlighting and coloring certain letters in print.

    b) A British reading program that changes the alphabet to produce more predictable sound-symbol relationships.

    c) A reading program that uses only capital letters so as not to confuse the beginning reader.

12. The Language Experience Approach is a reading method in which:

    a) Children read stories written by computer analysis of regular sound-syllable correspondences.

    b) Children read stories written by linguistic experts.

    c) Children read stories written by themselves.

13. If a Vernacular Black English speaker pronounces "this" as "dis" and "bathtub" as "baftub," his pronunciation will:

    a) Not necessarily reflect his comprehension of these lexical items.

    b) Predict his verbal ability.

    c) Necessitate an intensive speech therapy component for his academic program.

14. The Lippincott Reading Series is one of the few decoding (phonic) reading approaches that:

    a) Is based on spelling patterns.

    b) Has a basal-reader format.

    c) Is written in syllabary format.

15. The decision to use Vernacular Black English forms in the classroom as an effective curricular strategy for Black students should be based on:

    a) A random selection of common phrases and/or idioms used by Black Americans adopted for classroom use.

    b) The presence or absence of the forms in the dictionary or thesaurus.

    c) A systematic analysis of the structure of Vernacular Black and other American English and community usage.

16. Vocabulary for sight-word reading materials is selected according to:

    a) Regularity of sound-symbol correspondence.

    b) Frequency of word usage counts

    c) Random selection of dictionary items.

17. "Oh, look. See Spot. See Spot run" is an example of:

    a) Phonic or decoding reading approach.

    b) Sight-word reading approach.

    c) The existentialist reading approach.

18. "Spot is hot on top" is an example of:

    a) Existentialist reading approach.

    b) Sight-word reading approach.

    c) Phonic or decoding reading approach.

19. Digraphs are a spelling pattern in which two consonants represent a different sound than any consonant by itself. Circle the word that contains the digraphs:

    a) <u>ch</u>amp

    b) mi<u>tt</u>

    c) <u>bl</u>end

20. The vowel sounds in "Fat Ed is not up" are called:

    a) short vowels

    b) long vowels

    c) double vowels

21. Vocabulary items for phonic or decoding reading materials are selected according to:

    a) Random selection of dictionary items.

    b) Regularity of sound-symbol correspondence.

    c) Word-usage frequency counts.

CERAS TESTS OF BLACK ENGLISH FOR TEACHERS OF BIDIALECTAL STUDENTS

Test I. Form B

History and Structure

1. Black English is derived mainly from:

   a) West African and East African language dialects.

   b) West African and American Indian dialects.

   c) West African languages and certain dialects of the British Isles.

2. A dialect spoken by Blacks who live on islands off the Carolina coast and which has preserved many of its creole features is:

   a) Gullah

   b) Taki-Taki

   c) Gumbo

3. The best explanation of why a black child might pronounce the words land as lan' and help as he'p is that:

   a) Certain genetic qualities are inherent in Blacks.

   b) Some speech impediment is characteristic of that individual child.

   c) Certain rules are present in the sound system of the speech variety of his community.

4. Which of the following groups of words is derived from West African languages:

   a) Jazz, Tote, Okra

   b) Kowtow, Mango, Orange

   c) Safari, Siesta, Sheik

5. The primary African influence on Black English is:

   a) Middle Eastern dialects

   b) West African languages

   c) Swahili

6. Some form of Black English is spoken by:

   a) Approximately 80% of all Blacks.

   b) Uneducated Blacks only.

   c) Primarily older Blacks.

7. Which of the following is true:

   a) Black English has no features in common with other varieties of American English.

   b) All Blacks speak Black English.

   c) Many of the characteristics of Black English are shared by many other vernacular speakers of American English.

8. The probable outcome of speakers of Vernacular Black English coming into contact with Standard English is that:

   a) Vernacular Black English will eventually become a dead language.

   b) Many of the features of Vernacular Black English will be incorporated into Stnadard English and vice versa.

   c) Speakers of Vernacular Black English will maintain their original speech patterns.

9. De-creolization of Vernacular Black English is a process in which;

   a) Vernacular Black English changes many of its patterns as a result of contact with speakers of Standard English.

   b) A return to a simpler Pidgin language as spoken by the original Afro-American slaves.

   c) Vernacular Black English disappears as a separate entry--a stage that Vernacular Black English is now undergoing.

10. The development of Black English in the United States was influenced by factors that are:

   a) Different from those that have affected other European languages spoken by Blacks.

   b) Explicable primarily on the development of English spoken by Whites.

   c) Similar to those experienced by other English-speaking Blacks in the New World.

11. The geographic region in which Black English originated is:

    a) The plantation South.

    b) The East Coast of the original thirteen colonies.

    c) The Caribbean, since most slaves came to the colonies via that region.

12. Vernacular Black English is a language that:

    a) Has not developed any systematic grammar.

    b) Is still evolving on the basis of the social experiences of its speakers.

    c) Is unlike any other American dialect in that it retains many of the archaic features of older English dialects.

13. The most accurate description of Vernacular Black English is that:

    a) It is a type of American jargon based on spontaneous rules.

    b) It is a diverse linguistic system based on precise rules.

    c) All of its grammatical features are derived from African sources.

14. The use of the negative in Vernacular Black English is best illustrated in the following sentence:

    a) Don't nobody know?

    b) Do nobody know don't?

    c) Does you deny it?

15. "He be going all the time," a use of the verb <u>to</u> <u>be</u> signaling habitual action in Vernacular Black English, is:

    a) A cognitive difference denoting lack of a "g" scale.

    b) A form that is in accord with the traditional concept of time found in West African languages.

    c) A typical Black expression denoting difference in the perception of location.

16. Choose the missing word or words that a Vernacular Black English speaker would be most likely to use to complete the phrase "By the time I get home from work, you better _____ fixed up this house!"

    a) worked on

    b) had

    c) be done

17. To emphasize the fact that the action of the sentence "Johnny finished that job" was completed at a much earlier point in time, a Vernacular Black English speaker would probably say:

    a) Johnny <u>been</u> finished that job.

    b) Johnny <u>did</u> finished that job.

    c) Johnny <u>really</u> finished that job.

18. "I 'mo go to the store" is a Vernacular Black English and Southern phrase which means:

    a) I am anxious to go to the store.

    b) I am going to go to the store.

    c) I'm the one that's going to the store.

19. "Didn't nobody see Bill" is best interpreted as meaning:

    a) Nobody wanted to see Bill.

    b) Somebody saw Bill.

    c) Nobody say Bill.

From the following sets, select the pair of words that may sound very much alike in the speech of Vernacular Black English speakers and some Southerners:

20.	a.	filled	fill	b.	for	fop	c.	fall	hall
21.	a.	ban	bat	b.	bag	back	c.	boy	bop
22.	a.	leak	lost	b.	less	lest	c.	lop	lore
23.	a.	Bob	cob	b.	guest	guess	c.	bip	bop
24.	a.	wreath	reef	b.	reef	ream	c.	row	tow

25.	a.	kelp	kept	b.	kettle	nettle	c.	Kale	Karen
26.	a.	Val	Hal	b.	vat	cat	c.	vow	vowel
27.	a.	show	sure	b.	shine	fine	c.	shall	shawl
28.	a.	cud	cut	b.	call	ball	c.	come	cat
29.	a.	Poe	poor	b.	pick	wick	c.	pull	pall
30.	a.	At landing	Atlanta	b.	John Hall	John Paul	c.	this street	discrete

Select from the following the most pronounced Vernacular Black English (and sometimes Southern) phrases in each of the following sets of phrases:

31.	a. Martha does runs good	b. Martha a good girl	c. Martha goods a lot
32.	a. writing desks	b. writing 'n talking	c. writin' des'
33.	a. She be walking home	b. She walka walka	c. She beed walk
34.	a. Henry niced	b. Henry sing nice	c. Henry be sing
35.	a. Your brother, he	b. Your brother, they	c. Your brother, it
36.	a. thirty twos cents	b. thirty cent	c. thirty centy
37.	a. Annie food	b. Annie foody	c. Food for Annie

38. The range of speech behaviors of Blacks in communities throughout the U.S. is best described as:

    a) Vernacular Black English

    b) Black English

    c) Pidgin English

39. The identical pronunciation of Ben as bin is an example of:

    a) Not paying precise attention to configuration clues and infamiliarity with vowel sounds.

    b) Poor auditory discrimination prevalent among non-mainstream speakers.

    c) The overlap among some varieties of Black, Southern, and general American English.

40. "Loud talking" is a way of:

    a) Increasing the speech volume while talking.

    b) Banging objects loudly while someone else is talking.

    c) Making embarrassing or funny statements about someone.

41. "Copping a plea" is:

    a) A kind of body language

    b) A defensive strategy

    c) A dance step

42. In Vernacular Black English, "marking" is:

    a) A way of imitating or "mocking" what someone else has said.

    b) A way of emphasizing or stressing certain points that someone else has made in a speech.

    c) The act of taking mental notes or storing what someone else has said.

43. One Black person says "You're ugly." The second Black person says "I may be ugly, but you got beat with a ugly stick!" This is a Black speech event called:

    a) Rapping

    b) Capping

    c) Slapping

44. "Shucking and jiving" is a way of:

    a) Jerking the covers off a sleeping person

    b) Putting the iron in the fire

    c) Pulling the wool over someone's eyes

45. High John the Conqueror is:

    a) A Civil War hero

    b) A streetwise urbanite

    c) A healing substance

CERAS TESTS OF BLACK ENGLISH FOR TEACHERS OF BIDIALECTAL STUDENTS

Test II. Form B

Language Arts Pedagogy

1. In an elementary school class, a Vernacular Black English speaking child is most likely to:

   a) Understand Standard English and pronounce or use words different from Standard English.

   b) Not understand Standard English and pronounce or use words different from Standard English.

   c) Not understand Vernacular Black English and pronounce or use words different from Vernacular Black English.

2. When students first write Standard English compositions, the teacher's first step should be to:

   a) Correct all Vernacular English words and sentence structures.

   b) Praise the organization of the composition even though it contains vernacular grammatical features.

   c) Try to avoid Standard English verbal constructions.

3. Which of the following statements is true:

   a) American Whites do not have a recognizable culture.

   b) All Americans have an identifiable ethnic or cultural group.

   c) All Americans belong to one pluralistic culture.

4. A description of a speaker's accent depends primarily on:

   a) The speaker's inability to articulate clearly.

   b) The hearer's perception of the speech.

   c) A dictionary's description of correct speech.

5. People are most likely to keep the sound pattern of their first language when they speak a second language when:

   a) The second language's sound system is more complex than the first.

b) The second language is perceived and processed through the first language.

c) The sound pattern of the first language is very similar to the sound pattern of the second language.

6. Most Black parents accept their children's use of Vernacular Black English in the classroom when the children are:

a) Reading their textbooks

b) Talking with their friends

c) Writing compositions

7. A widely used elementary reading method which is correctable by the child is:

a) Words in Color

b) The Sullivan Programmed Reading Series

c) Phonetic Keys to Reading

8. A structured approach to discipline, a decoding reading method for word attack, and high expectations on the part of the teacher are among the characteristics of schools where Black students generally perform:

a) At grade level

b) Below grade level

c) Above grade level

9. The "uh" sound that occurs when a vowel is unstressed is called a:

a) Digraph

b) Schwa

c) Diphthong

10. An approach to early learning which emphasizes self-pacing and play-oriented equipment is the:

a) Montessori Method

b) Pyramid Approach to Learning

c) Distar Program

11. A British reading program that changes the alphabet to produce more predictable sound-symbol relationships is called:

    a) PTA

    b) TAPI

    c) ITA

12. The reading approach whereby children read stories written by themselves is called:

    a) Language Experience

    b) Writing Experience

    c) Reading Experience

13. If a Vernacular Black English speaker pronounces "poor" as "po" or "asked" as "axed," one can expect that his pronounciation will:

    a) Have nothing to do with his understanding of the word.

    b) Be an index to his language ability.

    c) Indicate the need for assistance from the speech teacher.

14. A decoding (phonic) reading approach with a basal-reader format is called:

    a) Sullivan

    b) SRA

    c) Lippincott

15. Vernacular Black English words and phrases should be selected for use in the language arts curriculum based on:

    a) An analysis of the characteristics of Vernacular Black English and rules for its use prevalent in the community.

    b) The standards set by Webster's and other dictionaries.

    c) Selection of such words and phrases from slang collections.

16. Frequency of word usage count is the basis for selecting:

    a) Sight word reading material

    b) Phonic-linguistic reading material

    c) Language experience reading materials

17. An example of a typical sentence in a sight word method primer is:

    a) I represented the council adequately.

    b) Spot is hot on top.

    c) Oh Look. See Spot. See Spot run.

18. A digraph is:

    a) A spelling pattern made up of two consonants with each consonant representing a separate sound. (b<u>l</u>ack)

    b) A spelling pattern in which two consonants represent a different sound than either consonant by itself. (<u>ch</u>ick)

    c) A spelling pattern in which only the first consonant represents a sound. (la<u>mb</u>)

19. An example of a typical sentence in a phonic-linguistic method primer would be:

    a) Big pig is in bed.

    b) Please telephone the trucking company.

    c) See mother. Mother can ride.

20. The following sentence contains short vowel sounds:

    a) The boot and loot are here.

    b) June plays a tune.

    c) Fat Ed is not up.

21. Regularity of sound-symbol correspondence is the basis for selecting:

    a) Sight word reading materials

    b) Phonic-Linguistic reading material

    c) Language experience reading materials

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TBETB ANSWER KEY - FORM A

History and Structure of Black English

1. c
2. a
3. b
4. a
5. c
6. a
7. c
8. c
9. c
10. b
11. b
12. c
13. b
14. a
15. b
16. c
17. a
18. b
19. c
20. a
21. b
22. b
23. b
24. a
25. a
26. c
27. a
28. a
29. a
30. c
31. a
32. c
33. b
34. a
35. c
36. a
37. b
38. c
39. c
40. c
41. a
42. b
43. a
44. b
45. b

TBETB ANSWER KEY - FORM A

Language Arts Pedagogy

1. a
2. c
3. b
4. a
5. a
6. c
7. b
8. c
9. c
10. a
11. b
12. c
13. a
14. b
15. c
16. b
17. b
18. c
19. a
20. a
21. b

TBETB ANSWER KEY - FORM B

History and Structure of Black English

1. c
2. a
3. c
4. a
5. b
6. a
7. c
8. b
9. a
10. c
11. a
12. b
13. b
14. a
15. b
16. c
17. a
18. b
19. c
20. a
21. b
22. b
23. b
24. a
25. a
26. c
27. a
28. a
29. a
30. c
31. b
32. c
33. a
34. b
35. a
36. b
37. a
38. b
39. c
40. c
41. b
42. a
43. b
44. c
45. c

TBETB ANSWER KEY - FORM B

Language Arts Pedagogy

1. a
2. b
3. b
4. b
5. b
6. b
7. b
8. c
9. b
10. a
11. c
12. a
13. a
14. c
15. a
16. a
17. c
18. b
19. a
20. c
21. b